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YOUTH OPPORTUNITY CAMPAIGN - SUMMER 1966, A REPORT OF TRAINING CONDUCTED BY FEDERAL AGENCIES FOR NON-COLLEGE YOUTHS EMPLOYED DURING THE SUMMER OF 1966.

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AGENCY PROGRAMS VARIED WITH THE MISSION AND SIZE OF THE AGENCY AND WITH THE NUMBER AND DISPERSION OF NONCOLLEGE YOUTH EMPLOYEES. THE GREAT MAJORITY OF THE EMPLOYED WERE APPOINTED UNDER THE ECONOMIC AND EDUCATIONAL NEED CRITERIA OF THE SPECIAL AUTHORITIES AVAILABLE FOR THE PURPOSE. ON-THE-JOB TRAINING WAS THE EDUCATIONAL METHOD MOST EXTENSIVELY USED BUT OTHER METHODS SUCH AS LECTURES, DISCUSSIONS, ROLE PLAYING, QUESTION-AND-ANSWER SESSIONS, FILMS, AND SLIDE PRESENTATIONS WERE UTILIZED. MOST OF THE SKILLS TRAINING WAS IN THE OFFICE SKILLS AREAS COMMON TO ALL FEDERAL AGENCIES BUT A MAJORITY OF THE AGENCIES PROVIDED A VARIETY OF OTHER LEARNING EXPERIENCES IN ADDITION TO TRAINING IN SPECIFIC SKILLS. AGENCIES PROVIDED INDIVIDUAL AND GROUP COUNSELING AND MANY TRAINED SUPERVISORS ESPECIALLY FOR THE PROGRAM. NEW AND DIFFERENT TRAINING APPROACHES WERE ATTEMPTED BY SOME OF THE REPORTING AGENCIES. SOME IMPLICATIONS WERE -- (1) GUIDELINES AND TRAINING MATERIALS SHOULD BE DEVELOPED EARLIER IN THE YEAR TO ALLOW AGENCIES MORE TIME FOR PLANNING, (2) CONSIDERATION OF INDIVIDUAL NEEDS AND PROBLEMS IS OF SPECIAL IMPORTANCE, AND (3) THE WORK EXPERIENCE WAS PARTICULARLY VALUABLE IN PREPARING THE YOUTHS FOR THE BUSINESS WORLD. (WB)

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Report of Training Conducted by Federal Agencies for Non-college Youths Employed during the Summer of 1966

Office of Career Development
U.S. Civil Service Commission
February 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

In December 1965 the Civil Service Commission's Office of Career Development issued a pamphlet, Training for Those Employed by Federal Agencies through the Youth Opportunity Campaign 1965, recounting the experiences and achievements of Federal agencies in training non-college youths employed during the preceding summer. In July 1966 the Commission again asked agencies to report their accomplishments in support of the Youth Opportunity Campaign. This report summarizes information obtained from agencies concerning their summer 1966 programs.

Naturally, agency programs for non-college youths employed during the summer varied with the mission and size of the agency and with the number and dispersion of such employees. Without exception, however, agencies demonstrated thoughtful concern for the success of the YOC program and willingness to make the extra effort required. It is especially gratifying to note the wide variety of occupations in which non-college youths were productively employed; many of these occupations provided a basis for the development of skills which could lead to real career possibilities. Other particularly noteworthy highlights are the involvement of top management officials in the program, and the efforts made to provide individual as well as group counseling to the young men and women employees.

TRAINING PROGRAMS FOR NON-COLLEGE YOUTHS

A very substantial number of non-college youths were trained during the summer of 1966. Because of differences in reporting among agencies, a precise breakdown between appointments from the Office and Science Assistant Examination and appointments under Schedule A authority cannot be made, but available data indicate that the great majority of non-college youths employed during the summer of 1966 were appointed under the economic and educational need criteria of the special Schedule A authorities available for this purpose.

On-the-job training was the educational method most extensively used, but many others were also utilized: lectures, discussions, role-playing, question-and-answer sessions, films, slide presentations, and various combinations of these methods.

1. Orientation

All of the reporting agencies provided orientation for their non-college summer employees, whether appointed from the Office and Science Assistant Examination or under Schedule A authority. In some agencies these youths attended standard agency orientation sessions; in others, orientation was specially adapted. Some examples of orientation follow:

In the Department of the Army, installation Commanding Officers participated in a "welcome ceremony" and emphasized the importance of a good work record for future employment. Group orientation sessions were conducted for all summer employees upon conclusion of in-processing, at which pay, working hours, and related matters were explained and regulations and expected conduct and attitudes were also covered.

The U. S. Information Agency provided a two-part introduction. First, representatives of the Office of Personnel and Training and the Office of Security met with small groups of YOC employees to provide detailed information on regulations, pay, hours of duty, etc. Second, YOC employees attended three full days of orientation on the organization and mission of the agency; these sessions included visits to the Voice of America studios and the Motion Picture and Television Service studios, and screenings and displays of the agency's media products.

At the Federal Power Commission, each YOC employee received informal individual orientation from a representative of the Office of Personnel, providing information on pay, hours, and other employment matters. Each also received work-site orientation from his assigned supervisor, and a personal welcome from the Chief of his bureau or office. These individual contacts were followed by a seminar to provide further orientation in Government functions and operations, particularly those of the Commission. In the first session, the Chief or Deputy Chief of each of the four major bureaus briefly summarized its activities, and

a discussion period followed. The second session was divided into two sections, in each of which half of the summer employees met with the Commissioners for an informal discussion.

The Government Printing Office provided a special "Orientation and Briefing after Appointment" session for YOC appointees without previous work experience, covering what was expected of them and what they could expect during the summer. Job orientation was provided by immediate supervisors, using an orientation outline. All also attended special GPO orientation classes for summer employees, covering organization of the GPO, conduct, performance requirements, a film on printing, and a walking tour.

In the Treasury Department, the Office of the Secretary conducted an Orientation Session for summer employees attached to Treasury activities in the Washington area. A new film, The Treasury Story, was found useful in presenting the missions of Treasury activities, and a panel discussed career opportunities in the Department, followed by a question-and-answer session. Employees received further orientation in the components to which they were assigned.

2. Skills Training

As might be expected, most of the skills training was in the office skills areas common to all Federal agencies: typing, filing, general clerical practice, shorthand, telephone techniques, operation of reproduction equipment, etc. It is noteworthy, however, that in many instances YOC employees were also provided training in other specialized skills. Some specific examples follow.

At the Armed Forces Radiobiology Institute, in addition to training in office procedures seven YOC's were trained in inventorying magnetic tapes and chart papers and in scientific aid duties such as filing blood data, scoring data (counting heartbeats on Brush Counting Machine), and assistance in minor surgical procedures in connection with experimentation on animals.

The Federal Aviation Agency gave YOC's skills training in library work, computer operations, and supply accounting.

Several field stations of the Veterans Administration gave specialized training in pharmacy escort, pharmacy helper, and nursing assistant duties.

Four youths employed by the St. Lawrence Seaway Development Corporation were trained as guides in the visitors program; they prepared their own orientation talks from visitor orientation kits and were "critiqued" on voice, grammar, and material coverage. These employees were also taught to use movie projectors and public address systems, and were given a course in first aid.

Agencies with substantial concentrations of wage board occupations gave YOC's training in these occupations; for example:

Some field locations of the General Services Administration provided skills training in trades, such as carpenter, plumber, and painter, and in warehousing and storage operations. At the National Aeronautics and Space Administration, some employees worked in the optical fabrication area as lens polishers and optical technician assistants. The National Capital Housing Authority employed a teacher-horticulturist during the summer to train youths in grounds maintenance. The Department of the Army utilized YOC employees in a variety of wage board occupations, e.g., as helpers in the mechanical and food service trades and as packers, telephone installers, and repairers of various types of equipment.

At the Navy's Underwater Sound Laboratory, New London, Connecticut, YOC's employed in the Public Works Department completed two major projects, construction of a greenhouse and construction of a new foundation and roof for a demountable research and development structure.

The Department of Labor's program concentrated on reading improvement, in the hope that this training would not only help the YOC employees in school and encourage them to continue their education, but also foster a positive attitude toward reading as a means of selfdevelopment. The Reading Enrichment program conducted by a reading specialist, was designed to help the YOC employees improve their ability to use language effectively as well as to increase their understanding of what they read. The program, including special funds for the establishment of a library and the acquisition of books for the training itself, was funded through the Manpower Development and Training Act. Weekly attendance at the hourly meetings (held in four different locations with four different groups of trainees) averaged about 122 out of a total of 167 trainees over the eleven-week program. The Department of Labor is enthusiastic about its Reading Enrichment program, but offers the following caution: "The best books...for attaining our objective were those that the participant wanted to read...books that were 'good' for the participants did not receive the necessary degree of attention. Since the program objective was essentially one of developing reading skills, it was vital to obtain the full participation of the YOC's. Forcing 'required' books upon the YOC's....evoked a negative response."

Several field activities of the Department of the Navy provided remedial educational programs to raise the basic educational levels of their YOC employees. The Naval Propellant Plant established a remedial reading program, taught by an experienced teacher hired on a part-time basis, in which 30 youths were able significantly to improve their reading abilities with only 20 hours of instruction. At the Naval Regional Finance Center, Philadelphia, qualified volunteer instructors offered courses in typing, arithmetic, reading, and other skills development classes to these employees at no cost and on their own time. These

classes were designed to improve the capabilities of YOC's who were not planning to return to school but who expressed desire to qualify for Federal employment, and to increase the manual, verbal, and computational skills of those who planned to continue their education. At the Naval Radiological Defense Laboratory, San Francisco, YOC's received classroom instruction in the fundamentals of algebra.

3. Other Training

Most of the reporting agencies provided a variety of other learning experiences, in addition to training in specific skills. In the Washington area, YOC's participated in the White House Seminars and in the "Career Opportunities for Youth" Program which afforded tours of various agencies and information about career possibilities in those agencies. YOC's in some instances had an opportunity to sit in on internal agency programs designed primarily for college-level summer employees, for example: At the Agency for International Development, YOC employees who expressed an interest in foreign affairs were invited to attend the agency seminars arranged for college students employed there. YOC's employed by agencies participating in the Joint Regulatory Agency Seminar were invited and encouraged to participate in this program. Although this program was designed primarily for college students, one of the participating agencies (Federal Communications Commission) reported that the program evoked considerable participation from YOC employees and that their questions were a key contribution to the program.

Many agencies, particularly those employing YOC's in wage board occupations, provided safety training. The Atomic Energy Commission gave fire protection and security training in addition to training in safety practices.

In most agencies YOC employees received planned training in personal grooming (and in some, health care), work habits and attitudes, how to apply for a job, and similar matters designed to equip them for effective job-holding and self-improvement. Group discussion sessions were the typical medium for conveying this type of training; for example, the Department of Housing and Urban Development scheduled a series of five discussions with its YOC employees. The first was an orientation session, and the last an evaluation session. Intervening (during the second, third, and seventh weeks of employment) were three discussions of "Problems on the Job," designed respectively to discover and seek solutions to immediate on-the-job problems, to discover and seek solutions to problems of relationships with supervisors or co-workers, and to examine motivation and purpose in work. Detailed outlines for the conduct of these discussions to encourage free expression and full participation on the part of the trainees were provided.

In this connection the Department of the Army reports: "Practically all Army programs involved participation in special seminars or group

discussions planned within the activity or by a central agency for all individuals or particular groups. These sessions were held at least twice during the summer at all installations and many commands had them more often. Special emphasis was put on the need for continued education and/or preparation for job future. Surveys were conducted to determine the work or career related subjects in which the students were most interested and then seminar programs were developed accordingly."

The Department of Commerce conducted one conference for all its summer employees (in addition to group and individual counseling and training conducted in bureaus, etc.) The program included films, talks by Commerce officials, and a slide presentation on the activities and opportunities in the Department. Representatives of functional areas were available to answer questions; some questions were answered on the spot, and many were answered in a pamphlet, Commerce Answers the Questions of Youth, which was distributed to all summer employees.

NASA held an employment opportunity conference in the Washington area, to provide practical insight into the working world and information for career planning. This conference was in the form of a panel discussion, with presentations on the following topics: (1) ambition and steadfastness, (2) training and responsibility, (3) consideration and production, and (4) scholarships, loans, and grants.

At the Civil Service Commission, the Executive Director met at two-week intervals with a small group of summer employees, during which time each employee was given the opportunity to discuss his work, his future, and his education, and to share his learning experience with other summer employees.

4. Counseling

Particularly commendable were the efforts of employing agencies to provide both group and individual counseling for their YOC's. Some examples of counseling programs are:

Department of the Army: "Approximately 25% of the training plans included the hiring of employee counselors. Based upon successful utilization of youth counselors last year, the Army encouraged the use of high school or college teachers available for the summer. In every case, the installations reported good results in the use of counselors. Some counselors were in charge of the training programs and some were used as individual counselors....The summer student employees with very few exceptions were counseled individually. The purpose of the counseling was to assure that job instructions were clear, to identify and assist with job-related problems, and to discuss career goals. The counseling was done by employee counselors, supervisors, and personnel office representatives. Job counseling to provide information on availability of and suitability for permanent work, preparation to qualify for permanent jobs, and how to apply for federal employment, was furnished by civilian personnel office representatives."

The Department of the Air Force likewise provided both individual and group counseling on attitudes toward work; how to succeed on the job; skills, aptitudes and interests; how to get a job; job opportunities; and performance requirements.

The National Aeronautics and Space Administration found the temporary appointment of high school guidance counselors to be of considerable value in its YOC program. Individual and group counseling sessions were held throughout the summer, covering such areas as job responsibility and performance, job attitudes, preparation required for various careers, available job opportunities, the importance of returning to school, and educational opportunities available (including scholarships, loans, and grants).

The Veterans Administration found, because of the relatively small numbers of YOC's at any one station, that individual counseling was most practicable and effective. Several VA stations utilized psychologists to assist in guidance counseling for these employees; at one such station, the psychology staff provided general mental ability and interest testing, the results of which were individually interpreted to each employee.

At the U. S. Information Agency, each YOC employee was formally interviewed by the YOC coordinator on at least three occasions: application, entrance on duty, and resignation. Academic and career goals were discussed, and placement, wherever possible, chosen to provide a pertinent work experience. In exit interviews, the employee's performance was discussed with him, his reactions to the summer were solicited, and his career and academic plans were reviewed. In addition, the YOC Coordinator had frequent informal contacts with all YOC employees.

The Department of Labor scheduled weekly group counseling sessions devoted to career guidance, and in addition provided individual counseling; a full-time employee conducted this counseling and was also responsible for general administration of the YOC program.

Larger activities of the Treasury Department provided both group and individual counseling. For example, the Washington Office of the Bureau of the Public Debt used six regular employees as counselors for YOC's (counselors were not assigned to employees under their own supervision). These counselors held sessions as needed, on request, and periodic group sessions. The Personnel Officer met periodically with the employees and their counselors.

The Department of Justice divided its 74 YOC employees into seven groups, each under the direction of a professionally trained counselor (social worker or psychologist). Each group leader conducted three two-hour sessions covering job opportunities, attitudes, and interpersonal relationships in the work situation. Methods included role playing, case studies, slides, and films. The limited size of the groups enabled the counselors to discuss subjects in depth and to obtain more active trainee participation.

TRAINING PROGRAMS FOR SUPERVISORS OF NON-COLLEGE YOUTHS

A very large majority of the reporting agencies expressed or implied the view that special supervisory training is necessary to insure that non-college youth receive understanding supervision, appropriate training, and a patient but firm requirement for adherence to reasonable standards of performance and conduct. Some agencies convened formal training sessions utilizing both lectures and discussions; in others, supervisors were individually counseled by personnel specialists or line officials; some agencies utilized both of these methods.

Subjects covered included the background and purpose of Youth Opportunity programs; special considerations and problems in the supervision of inexperienced youths, especially the disadvantaged; and techniques of on-the-job training and coaching. Extensive use was made of previously issued guidelines and pamphlets such as Introducing the Inexperienced to the World of Work (U. S. Civil Service Commission, 1966), and The Youth You Supervise (U. S. Department of Labor, rev. 1965). Several agencies reported successful use of a Department of the Army film, Investment in Tomorrow.

An example of a successful series of seminars for supervisors of YOC employees is found in the report of the Department of Housing and Urban Development. This program consisted of three sessions: (1) an orientation seminar to be held at least a week before the YOC employees entered on duty, to make clear the special nature of the program and the challenges presented; (2) a progress seminar, during the fourth week, designed to discuss problems encountered as well as to determine progress; and (3) an evaluation seminar, during the final week, to obtain supervisors' evaluation of the successes and failures of the program and their recommendations for the future. All first-line supervisors were required to attend these seminars, and attendance of higher-level supervisors was encouraged.

Several agencies similarly held more than one supervisors' meeting or seminar, as well as individual or group meetings with the YOC Coordinator.

Some agencies included key personnel other than immediate supervisors in orientation sessions designed to acquaint supervisors with the YOC program; concerning this procedure, the Veterans Administration found, "This provided for station-wide acceptance and furtherance of the program."

The approximate total number of supervisors reported as trained was over 4100; several agencies, however, reported that they had trained supervisors of YOC's but did not specify how many. It is estimated that the actual total would exceed 5000.

SUBJECTS, METHODS, AND MATERIALS FOUND MOST USEFUL

Many of the reporting agencies found on-the-job training the most useful approach to training their YOC employees. These agencies stressed the value of the individual attention and guidance by skilled employees, as well as close careful supervision. (No doubt this view is a reflection of the thorough supervisory training given, in practically all instances, to supervisors of YOC employees.)

As stated above, most agencies used a combination of group and individual counseling, and most seem to consider the combination very desirable. Several made special mention of the need of YOC employees — perhaps greater than that of the average employee — for individual attention. Group counseling sessions, however, were found to be very effective in encouraging free expression and in helping trainees to identify and solve common problems.

Exit interviews were effectively used in several agencies, to obtain insight into YOCs' reactions to the program, as an added opportunity to provide guidance, and as a final chance to encourage academic effort.

A number of agencies mentioned the successful use of films and other visual aids. Many found intra-agency tours helpful.

Some individual agency comments of particular interest are quoted:

"We found <u>relevance</u> to be the key to successful training. YOC employees were deeply interested in training related to work -- either to their summer jobs or to long-range career planning. These employees also reacted enthusiastically to programs about the substantive issues which arouse the concern and interest of all young people: world affairs, space exploration, social problems, science and technology, the arts, sports, and entertainment."

"...a humorous but instructive skit on how to apply for a job (presented by members of the civilian personnel office)...was well received and apparently quite effective."

"A file on school and scholarship information assisted those oriented toward higher education and a file on realistic job opportunities, especially in government, was helpful to others."

"Evaluation questionnaires...indicated that the group counseling sessions were most helpful. Information on job opportunities in the government and private industry was considered of value in planning for the future. Role playing was used effectively by the counselors to stimulate the trainees to take a more active part in the discussions."

The District of Columbia Department of Buildings and Grounds reported favorably on a "buddy" system that worked very well with their YOC employees. Each youth was assigned to an experienced employee -- not

in a strict supervisory sense -- who served as his "buddy" and steered him over the first few weeks of the job. It is expected this procedure will be more widely used next summer.

The Tennessee Valley Authority, at about the mid-point in the summer program, exchanged employees between the Reproduction and Stenographic Unit and other TVA organizations, thus making available to all clerical YOC's the opportunity to have both practical office experience and classroom stenographic training.

TRAINING APPROACHES FIRST APPLIED IN THE SUMMER OF 1966

By no means all of the reporting agencies attempted new or different approaches, relying rather on those which had proved successful in the preceding summer. Among the approaches first applied in 1966, the following may be of particular interest.

In the Office of the Secretary of Defense, non-college youths employed under Schedule A appointment attended, in addition to the standard orientation session given all new employees, a series of four special training sessions:

I. An oral presentation explaining the role of the three branches of the Federal Government, with particular emphasis on the Executive Branch. This session also covered the functions, history, etc., of the Department of Defense with emphasis on OSD. The presentation was supplemented with slides and three related pamphlets as outside readings: Your Government, Facts about the United States, and Congress at Work. It is reported that the employees found these pamphlets interesting and helpful, and that most obtained from them a basic understanding of the Federal Government.

II. A discussion of the previous week's topics, including readings, and a color film, Anatomy of Defense, which demonstrated the world-wide mission and activities of the Department. A brief question and answer period followed.

III. A discussion of the various assignments of the summer employees, encompassing all aspects of the summer program including problems encountered, utilization of talents, suggestions, etc.

IV. A discussion of future educational and employment plans, both summer and full-time, and a showing of two films, Your Earning Power and How to Keep a Job.

The Interstate Commerce Commission provided internal agency tours for its summer employees for the first time in 1966, and reports the belief that the interest aroused by these tours gave the employees some insight into possible goals when they have completed their education and are ready to start their careers; predominant interest was observed in the functions of the printing plant and those of the Section of Systems Development, particularly data processing.

The Defense Supply Agency reported that one of its field installations provided training in the fundamentals of traffic and transportation considerations, which more clearly defined "logistics" and enhanced job satisfaction because the trainees could understand how their efforts were contributing to the success of a larger mission.

The National Aeronautics and Space Administration reported: "There was a greater emphasis on occupational seminars and individual and group counseling...in one approach, the participants were divided in accordance with their indicated fields of interest. Most of these fell into the following categories: business and professional, teaching, engineering, secretarial, sciences, and 'undecided.' Counselors were then assigned one of those fields according to their background and interest. This proved beneficial since those in the secretarial group, for instance, were in a position to discuss those aspects applicable to that particular occupation — expectations of a good secretary, opportunities to expand to other career fields, and other matters. The use of selected YOC employees, reemployed from the 1965 program, to address the 1966 YOC employees regarding benefits derived from their experience in 1965, was new and proved to be beneficial."

The Treasury report included this statement, "The use of a panel of top level officials for the orientation conducted for employees in the Washington area was most effective in acquainting the employees with the Department's overall missions and goals."

TRAINING METHODS OR APPROACHES WHICH WOULD NOT AGAIN BE USED IN TRAINING YOC EMPLOYEES

By far the majority of the reporting agencies responded "none" or "no comment" to this item. Among those who did make suggestions there was no discernible pattern, and most remarks took the form of cautions rather than outright commitments. Among these were:

Discontinue training in filing, which lacks challenge and provides little job satisfaction even after training, because of the monotony of the work. (The reporting agency pointed out, however, that this expressed the view of a single field installation, only.)

Separate orientation sessions for YOC's and college-level summer employees; the suggesting agency pointed out difficulties in "pitching" the content to both groups simultaneously because of age, experience, and interest differences.

One agency suggested particular care in planning the length of lecture-type presentations, orientation or other, pointing out the difficulty of holding YOCs' attention for extended periods. Another agency reported that films and lectures would not again be used without discussion.

RECOMMENDED CHANGES IN TRAINING OR TRAINING GUIDELINES

Many of the reporting agencies did not make suggestions in response to the question on this topic. Most of the suggestions received concerned recommended adaptation in the White House Seminar and Career Opportunities for Youth Programs; these have been turned over to the components directly responsible, for consideration.

Other suggestions concerned the possibility of the Civil Service Commission providing more detailed vocational counseling information, and workshops for agency personnel involved in YOC programs. The feasibility of adopting these suggestions is under study.

ADDITIONAL COMMENTS OR SUGGESTIONS CONCERNING YOC TRAINING

Only a minority of the reporting agencies availed themselves of the invitation to offer additional comments or suggestions. Of those who did comment, several recommended that guidelines and training materials, as well as plans for the summer, be developed earlier in the year than has heretofore been the case, to allow agencies more time for planning their YOC programs. One agency pointed out that training guidelines should continue to be flexible, so that adaptations can be readily made to fit the particular individual or situation.

Another point made was the special importance in the YOC program of consideration of individual needs and problems. While it is true, of course, that any employee should be treated as an individual, the backgrounds of many YOC employees make such consideration especially important -- for personalized assistance where appropriate, and for homogeneous grouping in training and related activities.

An agency located outside the Metropolitan Washington area mentioned that employee organization attitude toward the YOC program was less enthusiastic than it had been in 1965, with an apparent feeling on the part of these organizations that employment of youths was denying employment opportunities to adults. This agency suggests that endorsement of the program by national organization headquarters would be helpful.

One agency mentioned the desirability of testing YOC applicants, and furnishing pertinent information based on test results to employing agencies, prior to entrance on duty. The point was made that availability of this data would permit assignment on the basis of abilities and aptitudes and minimize the need for subsequent reassignment.

Recognition was an important part of many agencies' YOC programs. In the Department of the Army, "Some installations selected a Youth of the Week. Pictures of the employees selected were posted on bulletin boards and installation publications carried articles about outstanding summer student employees. Letters of appreciation were given in many cases. Most activities had final award ceremonies to present certificates of achievement or similar certificates to deserving youths. The awards were usually presented by the Commanding Officer. In some cases, outstanding young persons and their supervisors were guests of the Commanding General at lunch." At NASA's Manned Spacecraft Center, each of seven counselors selected an outstanding YOC on the basis of supervisory recommendations and evaluations, demonstrated attitude, and participation in counseling session activities; nominees from each group received "Outstanding YOC Participant" certificates.

NASA's Goddard Space Flight Center prepared a pamphlet describing its YOC program, with many photographs of YOC employees at work and in work-related activities planned for them. The Center also made a short documentary film on the program. The film is available to

other agencies; copies of the pamphlet may also be obtained.

Another outstanding example of excellent publicity for the YOC program and recognition for individual YOC's is a pamphlet developed at the Navy's Underwater Sound Laboratory, New London, Connecticut. This brochure is a running account of the 1966 program, with reproductions of articles on the program published in the installation newspaper, USL ECHO, many photographs of YOC's on the job, and personal interest stories concerning the career goals. The report was drafted by the special counselor employed to coordinate the program; the cover design, typing, reproduction, and assembly were accomplished by the YOC's themselves - and the finished product compares very favorably with what might be expected of more experienced employees.

Apropos of recognition, the Smithsonian Institution gave one of its YOC employees a Special Act Award "...in recognition of alertness, integrity, and trustworthy performance demonstrated in finding and reporting to the proper authorities items of considerable value...." A representative of the Smithsonian and the young man's high school principal made the presentation at a regular assembly following his return to school.

The Naval Oceanographic Office, Suitland, Maryland, in conjunction with WTOP-TV, made a three-minute film highlighting work performed by YOC's at the Oceanographic Office. This film is also being currently used at Cardozo High School to familiarize youths in the Cardozo area with the YOC program.

Perhaps the most fitting conclusion to this report is embodied in the following quotation which, according to the Defense Supply Agency, sums up its general observation on the YOC program:

"The work experience was particularly valuable for young people in preparation for future contact with the business world. They acquired skills and applied them to real situations. It was indicated that the summer hires were able to maintain a regular job schedule, were dependable, conscientious workers, and made a decided contribution in the performance of their duties. The summer hires were generally enthusiastic about this employment program, not only as a financial help, but even more as an opportunity for personal development in areas of skills, attitudes, and responsibility. This exposure to the demands of the business world in terms of educational and professional qualifications appeared to reinforce in many the determination to continue their education for future successful careers."

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